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ABSTRACT

This document summarizes the goals for learning to be achieved by English children by the time they enter compulsory education after their fifth birthday. The goals emphasize early literacy, numeracy, and the development of personal and social skills. Presented as six areas of learning, the goals provide a foundation for later achievement in Key Stage 1 of the National Curriculum. The report's introduction defines the six learning areas: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development, and creative development. The report delineates common features of good practice to support children's learning and key features underlying effective partnerships with parents. The bulk of the report shows in a tabular format how the desirable outcomes or learning goals in each area relate to National Curriculum Key Stages 1 and 2. (KB)

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INTRODUCTION

This document is for people who work with children of pre-compulsory school age across the full range of provision in the private, voluntary and maintained sectors in England. Separate documentation applies to Wales.

The desirable outcomes are goals for learning for children by the time they enter compulsory education*. They emphasise early literacy, numeracy and the development of personal and social skills and contribute to children's knowledge, understanding and skills in other areas. Presented as six areas of learning, they provide a foundation for later achievement.

Children's progress will be at different rates and individual achievement will vary. However, all children should be able to follow a curriculum which enables them to make maximum progress towards the outcomes. Children whose achievements exceed the desirable outcomes should be provided with opportunities which extend their knowledge, understanding and skills. Some of these may be planned from the Key Stage 1 Programmes of Study of the National Curriculum. Other children will require continued support for achieving all or some of the outcomes after entering compulsory education.

A small number of children with special educational needs may continue to make progress towards all or some of the outcomes throughout their educational careers. Some children will make progress towards the outcomes using means of communication other than speech, non-sighted methods of reading and aids or adapted equipment.

As a condition of initial validation for the receipt of vouchers, institutions will be required to publish information, including a statement of the education that will be provided. The published statement will provide the framework for planning educational activities which ensure equality of opportunity, build on children's previous experience and achievement and respond to individual needs. Confirmation of validation will be based on a judgement, through inspection, about the extent to which the quality of provision is appropriate to the desirable outcomes in each area of learning, rather than on the achievement of the outcomes themselves by individual children.

Full details of the nursery education scheme are contained in *Nursery Education Scheme: The Next Steps*, the companion publication produced by the Department for Education and Employment.

Compulsory education begins the term after the child's fifth birthday.

PERSONAL AND SOCIAL DEVELOPMENT

These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and of others. They should be interpreted in the context of the values agreed by the adults, including the parents, involved with each setting.

Children are confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. They work as part of a group and independently, are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning, and show the ability to initiate ideas and to solve simple practical problems. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.

Children are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and their environment with care and concern. They respond to relevant cultural and religious events and show a range of feelings, such as wonder, joy or sorrow, in response to their experiences of the world.

LANGUAGE AND LITERACY

These outcomes cover important aspects of language development and provide the foundation for literacy. Children must be helped to acquire competence in English as soon as possible, making use, where appropriate, of their developing understanding and skills in other languages. The outcomes focus on children's developing competence in talking and listening and in becoming readers and writers. Other areas of learning also make a vital contribution to the successful development of literacy.

In small and large groups, children listen attentively and talk about their experiences. They use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener. They listen and respond to stories, songs, nursery rhymes and poems. They make up their own stories and take part in role play with confidence.

Children enjoy books and handle them carefully, understanding how they are organised. They know that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes, with syllables, and with words and letters. They recognise their own names and some familiar words. They recognise letters of the alphabet by shape and sound. In their writing they use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of some of the different purposes of writing. They write their names with appropriate use of upper and lower case letters.

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MATHEMATICS

These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas.

Children use mathematical language, such as circle, in front of, bigger than and more, to describe shape, position, size and quantity. They recognise and recreate patterns. They are familiar with number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers to 10 and are familiar with larger numbers from their everyday lives. They begin to use their developing mathematical understanding to solve practical problems. Through practical activities children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction, and begin to use the language involved.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

These outcomes focus on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. They provide a foundation for historical, geographical, scientific and technological learning.

Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognise features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change. They show an awareness of the purposes of some features of the area in which they live. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work. They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes. They use technology, where appropriate, to support their learning.

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PHYSICAL DEVELOPMENT

These outcomes focus on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy and active way of life.

Children move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT

These outcomes focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

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SUPPORT MATERIAL

PEOPLE WORKING WITH CHILDREN SHOULD CONSIDER THE FOLLOWING SECTIONS WHEN PLANNING THE EDUCATION TO BE PROVIDED IN EACH SETTING.

- **COMMON FEATURES OF GOOD PRACTICE**
- **PARENTS* AS PARTNERS**
- **KEY FEATURES OF PROGRESSION**
  from the end of pre-compulsory education to the end of Key Stage 1 of the National Curriculum.

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Where the word 'parent(s)' is used in the document, it should be taken to mean 'parents or other carer(s)'.

COMMON FEATURES OF GOOD PRACTICE

A number of common features of good practice are recognised, across the full range of pre-compulsory school provision, as being effective in supporting children's learning. These features do not prescribe a particular or preferred curriculum or teaching approach. Such matters are for educators to decide. Rather they provide a helpful context which might be considered when planning the curriculum.

- Children feel secure, valued and confident and develop a sense of achievement through learning which is a pleasurable and rewarding experience both within the settings and at home.

- Each setting has a statement, shared with parents and with all adults working in the setting, which outlines the aims, objectives and content of the curriculum, how it is taught and how children's progress and achievement are assessed, recorded and communicated to parents and the schools to which children will progress.

- There is good liaison with other agencies and carers, such as health visitors and childminders, and these contacts are used in planning opportunities for learning for individual children. Successful links with the previous and next stage of education are maintained.

- Children participate in a range of activities which take due account of their interests and achievements and their developing physical, intellectual, emotional and social abilities.

- Children are encouraged to think and talk about their learning and to develop self-control and independence. They are given appropriate periods of time for learning through sustained involvement in concentrated activity. Approaches to teaching include recognition of the value of providing first hand experiences, of giving clear explanations, of appropriate adult intervention and of using play and talk as media for learning.

- Children's progress and future learning needs are assessed and recorded through frequent observation and are shared regularly with parents. Early identification of children's particular needs leads to appropriate intervention and support.

- The physical environment supports learning with appropriate space, facilities and equipment and is organised with due regard to health and safety.

- Adults in each setting take responsibility for identifying and, where appropriate, meeting their training needs.

PARENTS AS PARTNERS

Children's experiences at home are highly significant to achievement. Parents significantly influence their children's learning. When parents and adults in each setting work together to support children's learning, the results can have a measurable and lasting effect upon children's achievement. Effective partnership between home and each setting should, therefore, be developed as fully as possible.

To be successful this partnership needs to be a two-way process with opportunities for knowledge, expertise and information to flow both ways. Examples of effective partnerships show parents and other adults involved in the child's education in a variety of ways. There are however some common key features underlying these partnerships.

- Parents' fundamental role in their child's education is acknowledged by staff in the setting and a partnership, based on shared responsibility, understanding, mutual respect and dialogue, is developed.
- There is recognition of the role parents have already played in the early education of their child and that their continued involvement is crucial to successful learning.
- Parents feel welcome and there are opportunities for collaboration among parents, staff and children.
- There is recognition of the expertise of parents and other adults in the family and this expertise is used to support the learning opportunities provided within the setting.
- Adults working in the setting give parents access to information about the curriculum in a variety of ways, eg open days, meetings, social events, brochures and video presentations (in different languages where appropriate).
- Parents contribute to and are fully informed of their child's progress and achievements.
- Admission procedures are flexible to allow time for discussion with parents and for children to feel secure in the new setting.
- Opportunities for learning provided in the setting are sometimes continued at home, eg reading and sharing books, and experiences initiated at home are sometimes used as stimuli for learning in the setting.

KEY FEATURES OF PROGRESSION

FROM THE END OF PRE-COMPULSORY EDUCATION TO THE END OF KEY STAGE 1 OF THE NATIONAL CURRICULUM

The following pages show how the desirable outcomes for children's learning on entering compulsory education provide a foundation for Key Stage 1 of the National Curriculum.

Programmes of Study in the National Curriculum set out the opportunities to be provided and knowledge, understanding and skills to be taught in each of nine subjects.

Level descriptions and end of key stage descriptions support teachers in making judgements about children's performance at the end of the key stage (ie after a minimum of two years full-time education). For the majority of children, performance will be within the range of Levels 1 to 3. In 1994 approximately 15-20 per cent performed within Level 1, with the largest percentage performing within Level 2.

Although not designed for this purpose, in practice, Level 1 is often used by teachers during the key stage as an indicator of progression towards Level 2 and as a marker of expectation after one year in Key Stage 1.

AREA OF LEARNING	DESIRABLE OUTCOMES ON ENTRY TO COMPULSORY SCHOOLING	NATIONAL CURRICULUM LEVEL 1 DESCRIPTION	NATIONAL CURRICULUM LEVEL 2 / END OF KEY STAGE DESCRIPTION
Personal and Social Development	**Children are confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. They work as part of a group and independently, are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning, and show the ability to initiate ideas and to solve simple practical problems. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.**	**Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They begin to extend their ideas or accounts by providing some detail.** ***(English: Speaking and Listening)***	**Pupils begin to show confidence in talking and listening. On occasions they show awareness of the needs of listeners by including relevant detail. They usually listen carefully and respond with increasing appropriateness to what others say.** ***(English: Speaking and Listening)*** They improve their performance through... working alone and with a partner. ***(Physical Education)*** They ask and respond appropriately to questions including 'What would happen if...?' ***(Mathematics: Using and Applying Mathematics)*** They respond to suggestions of how to find things out and, with help, make their own suggestions. ***(Science: Experimental and Investigative Science)***
	Children are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and their environment with care and concern. They respond to relevant cultural and religious events and show a range of feelings, such as wonder, joy or sorrow, in response to their experiences of the world.		They respect those who have different beliefs and customs, recognising the needs and concerns of others and give careful consideration of other views. ***(RE Model Syllabuses)*** They develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. ***(RE Model Syllabuses)***

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AREA OF LEARNING	DESIRABLE OUTCOMES ON ENTRY TO COMPULSORY SCHOOLING	NATIONAL CURRICULUM LEVEL 1 DESCRIPTION	NATIONAL CURRICULUM LEVEL 2 / END OF KEY STAGE DESCRIPTION
Language and Literacy	In small and large groups, children listen attentively and talk about their experiences. They use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener. They listen and respond to stories, songs, nursery rhymes and poems. They make up their own stories and take part in role play with confidence.	Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail. ***(English: Speaking and Listening)***	Pupils begin to show some confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used. ***(English: Speaking and Listening)***
	Children enjoy books and handle them carefully, understanding how they are organised. They know that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes, with syllables, and with words and letters. They recognise their own names and some familiar words. They recognise letters of the alphabet by shape and sound.	Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like. ***(English: Reading)***	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. ***(English: Reading)***
	In their writing they use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of some of the different purposes of writing. They write their names with appropriate use of upper and lower case letters.	Pupils' writing communicates meaning through simple words and phrases. In their reading or writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. ***(English: Writing)***	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size. ***(English: Writing)***

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Mathematics	Children use mathematical language, such as circle, in front of, bigger than and more, to describe shape, position, size and quantity. They recognise and recreate patterns. They begin to use their developing mathematical understanding to solve practical problems.	Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship, usually based on their experience. ***(Mathematics: Using and Applying Mathematics)***	Pupils select the mathematics for some classroom activities. They discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. They ask and respond appropriately to questions including 'What would happen if...?' ***(Mathematics: Using and Applying Mathematics)***
	They are familiar with number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers to 10 and are familiar with larger numbers from their everyday lives. Through practical activities children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction, and begin to use the language involved.	Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved. Pupils recognise and make repeating patterns, counting the number of each object in each repeat. ***(Mathematics: Number)***	Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They have begun to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They identify and use halves and quarters, such as half of a rectangle or a quarter of eight objects. They recognise sequences of numbers, including odd and even numbers. ***(Mathematics: Number)***

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AREA OF LEARNING	DESIRABLE OUTCOMES ON ENTRY TO COMPULSORY SCHOOLING	NATIONAL CURRICULUM LEVEL 1 DESCRIPTION	NATIONAL CURRICULUM LEVEL 2 END OF KEY STAGE DESCRIPTION
Knowledge and Understanding of the World	Children talk about where they live, their environment, their families and past and present events in their own lives. They show an awareness of the purposes of some features of the area in which they live.	Pupils recognise and make observations about physical and human features. They express their views on features of the environment of a locality they find attractive or unattractive. ***(Geography)*** Pupils recognise distinctions between past and present in their own and other peoples lives. They know and recount episodes from stories about the past. ***(History)***	They express views on attractive and unattractive features of the environment of a locality. ***(Geography)*** Pupils show their developing sense of chronology... by making distinctions between aspects of their own lives and past times. They demonstrate factual knowledge and understanding of aspects of the past beyond living memory. ***(History)***
	They explore and recognise features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work.	Pupils describe simple features of objects, living things and events they observe, communicating their findings in simple ways, such as by talking about their work or through drawings or simple charts. ***(Science: Experimental and Investigative Science)***	Pupils respond to suggestions of how to find things out and, with help, make their own suggestions. They use simple equipment provided and make observations related to their task. They compare objects, living things and events they observe. They describe their observations and record them using simple tables where it is appropriate to do so. They say whether what happened was what they expected. ***(Science: Experimental and Investigative Science)***
	They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes.	When designing and making, pupils generate ideas through shaping, assembling and rearranging materials and components. They recognise the simple features of familiar products and, when prompted, relate them to their own ideas. They use pictures and words to convey what they want to do. ***(Design & Technology: Designing)*** When designing and making, pupils explain what they are making and which materials they are using. They select from a narrow range of materials and use techniques and tools to shape, assemble and join them. ***(Design & Technology: Making)***	When designing and making, pupils use their experiences of using materials, techniques and products to help generate ideas. They use models and pictures to develop and communicate their designs. They reflect on their ideas and suggest improvements. ***(Design & Technology: Designing)*** When designing and making, pupils select from a range of materials, tools and techniques, explaining their choices. They manipulate tools safely and assemble and join materials in a variety of ways. They make judgements about the outcomes of their work. ***(Design & Technology: Making)***

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AREA OF LEARNING	DESIRABLE OUTCOMES ON ENTRY TO COMPULSORY SCHOOLING	NATIONAL CURRICULUM LEVEL 1 DESCRIPTION	NATIONAL CURRICULUM LEVEL 2/ END OF KEY STAGE DESCRIPTION
Knowledge and understanding of the world	They use technology, where appropriate, to support their learning.	Pupils use Information Technology to assemble text and symbols to help them communicate ideas. They explore information held on IT systems, showing an awareness that information exists in a variety of forms. They recognise that many everyday devices respond to signals and commands, and that they can select options when using such devices to produce different outcomes. ***(Information Technology)***	Pupils use IT to help them generate and communicate ideas in different forms, such as text, tables, pictures and sound. With some support, they retrieve and store work. They use IT to sort and classify information and to present their findings. Pupils control devices purposefully and describe the effects of their actions. They use IT-based models or simulations to investigate options as they explore aspects of real and imaginary situations. ***(Information Technology)***
Physical Development	Children move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control.		Pupils plan and perform simple skills safely, and show control in linking actions together. They improve their performance through practising their skills, working alone and with a partner. They talk about what they and others have done, and are able to make simple judgements. They recognise and describe the changes that happen to their bodies during exercise. ***(Physical Education)***
Creative Development	Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.		Pupils record their ideas and feelings confidently and show a developing ability to represent what they see and touch. They choose resources and materials for their visual and tactile qualities to simulate and develop ideas for their work. They work practically and imaginatively with materials, tools and techniques, and present their work in two and three dimensions. ***(Art: Investigating and Making)*** Pupils sing a variety of songs and play simple pieces and accompaniments with confidence and awareness of pulse. They explore, select and order sounds, making compositions that have a simple structure and make expressive use of some of the musical elements including dynamics and timbre. ***(Music: Performing and Composing)***

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